Global Sessions 2023

*Vulnerable youth –*

*Prospects and challenges for young people in late modern societies*

**Schedule - Participants online**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday, 29 May** | **Tuesday, 30 May** | **Wednesday, 31 May** | **Thursday, 1 June** | **Friday, 2 June** |
| **09.00 – 12.00**  **9-10:00**  Introduction to the Global Sessions 2023, the schedule, on-campus and on-line, sessions and group work: Johan Gärde  International guests presentations: Germany, Switzerland, Finland, Norway, India, Lebanon, Sweden and other countries  Welcome Note from Vice Chancellor Roger Klinth  **10-10:20** Break, fika  **10:20-10:45** Key-note Lecture: Professor Maria Eriksson, *Violence in the lives of young people - Prevention and intervention, prospects and challenges*  Student panel: 1-2 questions  **10:50-11:25** Key-note Lecture: Associate Professor Riyadh Al Baldawi, *Psychosocial vulnerability of young refugee under migration and adaptation processes – perspectives from Culture Psychiatry*  **11:25-11:50** Student panel questions and comments  **11:50-12:00** Final conclusions  **Venue:**  Andreaskyrkan  Högbergsgatan 31 | **9.00 – 10.15**  *Education – to not fit in the existing school system – or does the school system not fit for the future?*  Angelica Iser  **10.30-12.00**  *Case Finland – What Is Behind the Pisa Results?*   Minna Niemi | **9.00 - 12.00**  *Option 1:*  Community walk village and slum area in Kerala, India  *Option 2:* Field visit Fountain house Sköndal, Sweden.  See separate schedule on global sessions webpage  Responsible:  Pia Collén (Sweden)  Sonny Jose (India) | Third session of the theme  **9.00 – 10.15**  ***Climate change challenges - climate actions***  Åsa Kneck  **10.30-12.00**  *Intercultural dimensions on mental health in an uncertain environment,*  Q & A  Sonny Jose | **08.30 - 11.00**  Group work presentations    **11.30-12.00**  Evaluation, and Goodbye    Filip Wollter (coordinator)  Available teachers:  Joel Lundgren  Eugene Sensenig  Sonny Jose |
| **12:00 – 13.00**  Lunch | **12.00 – 13.30**  Lunch | **12.00 – 13.00**  Lunch | **12.00 – 13.00**  Lunch |  |
| **13.00-14.30**  Information about the week and the on-line sessions.  Johan Gärde  **Session 1***:* *Global dimensions on* *Migration – Current Challenges. Introduction* (JG)  **14:30-14:45**  Break for fika  **14:45-16:00**  **Session 2:** *Migration, racism and xenophobia, fears, anger and hope in the hosting communities - looking beyond Europe.*  Eugene Sensenig (ES)  **Workshop** focus youth: *Dilemmas for young migrants. What are the main points and gaps that you would like to emphasise and discuss in this track and beyond?* (ES & JG) | **13.30 – 16.00**  *Group work*  Responsible teachers:  Joel Lundgren  Eugene Sensenig | **13.00 – 14.00**    Sharing of thoughts and experiences of different field visits    Johan Gärde  Joel Lundgren    **14.30 – 16.00**  Group work  Responsible teacher:  Joel Lundgren | **13.00 – 16.00**  *Group work*  Responsible teachers:  Joel Lundgren  Eugene Sensenig |  |

Global Sessions On-line will treat all the four tracks in different sessions:

**General information about the tracks**

**Track 1. Mental illness – living in an uncertain and competitive environment**

Mental illness among young people has increased in the past decades. Depression and anxiety have been pointed out as forms of mental illness that nowadays affect young people particularly hard. Greater uncertainty in the outside world and increased demands on performance have been identified as reasons behind this development. Young people also have worse prospects for the future than previous generations, when it comes to work and the opportunities to live a good life, which affects psychological well-being. Being exposed to social media and the digital world has also been found to increase the mental illness of certain groups of young people, for instance, exposure to 24/7 bullying and hate and threats online. At the same time, young people are also establishing supporting functions and safe spaces online, which also meant new opportunities to counteract ill health and promote well-being.

**Track 2. Education – to not fit in the existing school system**

Education is a key factor in the development of young people's health, economic and social life. Education can prevent adverse developments among young people at-risk or those that have experienced childhood trauma. School attendance provides youth with a setting for academic development and opportunities to develop social competence and relationships. At the same time, many young people are not receiving education, despite it being part of the Convention on the Rights of the Child, and many young people do not experience school as a safe place, because of bullying, violence, and requirements that are difficult to meet. Research also indicates that school absenteeism is a common, serious, and increasing problem. School absenteeism is also linked to increased risk for substance abuse, violence, suicide attempt, risky sexual behavior, pregnancy, delinquency-related behaviors, injury, and illness.

**Track 3. Involuntary migration - to be lost in an unknown society**

Young people make up about ten percent of the total amount of migrants, which means about 30 million young people. With some 71 million youth unemployed globally, the search for work continues to be a significant driver of youth migration. Many young people also need to leave their homelands as refugees, alone or together with their family, acquaintances, or relatives. Being forced to leave the home constitutes a great danger for the youths. Even if they manage to find safety, great challenges remain in integrating and managing to find their place in a new existence, for instance learning a new culture and managing to succeed in school and the labor market.

**Track 4. Climate** **change** **challenges - climate** **actions**

Climate change can no longer be viewed as merely an environmental phenomenon but instead a human crisis. Young people of today grow up in an increasingly dangerous world as climate change disrupts the environment with threats to youths’ health, nutrition, education, and development with an impact on youths’ survival and a vital future. Climate change causes loss and damage, with unequal impacts on the different nations and a disproportionate effect on the most vulnerable and disadvantaged populations. Concepts such as power, access to resources, and justice are crucial for understanding and tackling this crisis. Eco-anxiety and climate distress increase along with climate actions often enhanced by young climate activists, showing that youth are anxious about their collective futures and want change.